SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY
College of Graduate Studies

ENGLISH LANGUAGE EXAMINATION SYSTEM IN GENERAL SECONDARY EDUCATION CERTIFICATE IN QATAR: AN EVALUATIVE STUDY.

A Thesis submitted to the Department of English, College Of Languages, in fulfillment for the Requirements of M.A. in English language

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Dedication

To the soul of my kind father who always wished me the best success in my study and life. To my mother, my brothers and sisters. To my wife, my three sons, Dr. Ahmad, Sameh and my dearest Mahmoud. To my most kind daughters, Dr Rehab and Dr May who have filled my life and heart with happiness.
Acknowledgements

If to acknowledge means" to express thanks or gratitude for," then I first and foremost must "acknowledge" Dr. Abdalla Yassin my sincere supervisor for his endless patience, tolerance and understanding and for his continuous guidance and encouragement from beginning to end.

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I am truly grateful for my wife and children who always facilitate, encourage and look forward to seeing this day.
ABSTRACT

This study attempts to evaluate the English language examination system in General Secondary Education Certificate in Qatar and to what extent it goes in line with the textbooks. Moreover, the study highlights the importance of marking as a crucial part of good teaching. Furthermore, the aim of this study, is to increase the motivation of pupils and teachers to strive to do well, to influence programs of work (the curriculum) in schools, with a view to develop students’ experiences, and to provide a common yardstick for selecting purposes in higher education and employment. The following questions were investigated:

1. To what extent are examinations for third year secondary (both Science and Arts Sections) based on modern criteria that include features of a good test?

2. To what extent do exam setters follow specifications prescribed by the English inspectorate?

3. To what extent does the content of the language test cover all the skills of the language?

4. To what extent are the items of questions and the marks allotted to them based on reasonable principles, as content analysis?

5. To what extent do textbooks help pupils, teachers and exam-setters to fulfill their own educational tasks?

To achieve the purpose of this study, the researcher devised his own questionnaire for the teachers, based on Likert (1983) five scale degree and interview questions for supervisors and for students (in English and a translated version in Arabic). The data collected has been analyzed statistically and discussed.

The population of the sample of the study consisted of 176 pupils (males and females), 33 supervisors (females and males) and 166 teachers (males and females) randomly selected from urban and rural schools during the first semester of the scholastic year 2003/2004.

Regarding data analysis, the following statistical procedures were implemented: basic descriptive statistical, means, standard deviations, test analysis of variance (ANOVA), frequency and percentage all of which are computed:
The results of the study revealed:

1. The study has revealed that exams for third year secondary (both science and arts sections) are not fully based on modern criteria that include features of a good test and this is shown in the results as for the responses to the questionnaire of teachers’ questions No (1, 5, 6 and 8) and in supervisors’ interview questions No (1, 2, 3, 4, 5, 6, 13, 17 and 18).

2. The study has revealed that there are no specifications allocated for third exams of English and these exams are set according to the exam setters’ own experience and vision. This is shown in the supervisors’ interview questions and responses No: (3, 7, 8 and 9) and in the teachers’ questionnaire and responses No: (2, 3, 4 and 33) in addition to the pupils’ interview questions and responses No: (1, 2, 3 and 4).

3. The study has revealed that the content of the language test does not cover all the skills of the language as it appears in the teachers’ questionnaire and responses No: (23, 24, 25, 28, 32, and 38) and in supervisors’ interview questions and responses No (10, 11, 12, 14, 26, 32 and 33).

4. The study has revealed that the items of questions and the marks allotted to them are partially based on reasonable principles, as content analysis as it appears in the pupils’ interview questions and responses No (23 and 24) in the teachers’ questionnaires and responses No (11, 12, 13, 14, 15, 16, 17 and 30) and in the supervisors’ interview questions and responses No (34, 35, 36, 37, 38, 39 and 40).

5. The study has revealed that the textbooks do not provide sufficient help to pupils, teachers and exam setters as it appears in the pupils’ interview questions and responses No (5, 16, 17, 26 and 30). And in the teachers’ questionnaire and responses No (9, 18, 19, 20, 21, 22, 26, 27, 29, 31, 34, 35, 36, 37, 39 and 40). And in the supervisors’ interview questions.
and responses No (15, 16, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29 and 30)

6. The study has revealed that there is a gap in the EFL examination for third year secondary certificate in Qatar as the exams seem to be subjective rather than objective.

7. The study has revealed also that there is absence of a clear cut grid while marking the General Secondary School Certificate Examinations of English in the end of each semester.

8. The study has revealed that there is absence of some points of exam specifications and this leads to a dilemma among EFL teachers, pupils, supervisors and exam-setters.

9. The study has revealed that there are statistically significant differences among teachers in the marking scheme.

10. The study has revealed that there is a statistically significant difference between the prescribed books and the specifications of exams of English for third year secondary science and Arts sections in Qatar.

11. The study has revealed that the prescribed textbooks do not provide enough practice in different types that cope with the specifications of testing.

12. Teachers, to some extent use a reasonable marking code as well as marking scale (scoring parameters) for assessing and evaluating pupils' examinations.

According to the above results, the study recommends the necessity of the following:

1. The Textbooks should include sample questions following the same specifications the pupils come across in the end of each semester exam in order to abridge the gap between what the pupils study and trained on and what they actually examine in.

2. Developing the textbooks and providing them with updated topics that cope with
the world's latest changes.

3. Paying great attention to the oral skills (listening and speaking) and giving them the necessary due care.

4. Establishing a bank for testing to provide the Ministry with suitable tests that are based on appropriate features.

5. Building the questions of testing according to balanced and comprehensive tables of specifications.

Finally, since this study was limited to academic schools in Qatar, it was suggested that further studies should be conducted on testing for obtaining better generalizable results.
بسم الله الرحمن الرحيم

ملخص

Abstract (Arabic Version)

نظام امتحان اللغة الإنجليزية في دولة قطر في الشهادة الثانوية العامة
"دراسة تقويمية"

إعداد الدارس / شحات عمران ..
المشرف / الدكتور / عبد الله ياسين عبد الله

2004

تحاول هذه الدراسة تقويم نظام امتحان اللغة الإنجليزية للشهادة الثانوية العامة في دولة قطر وتقييم مدى تناسب هذه الامتحانات مع الكتب المقررة، كما تهدف الدراسة أيضا إلى إلقاء الضوء على أهمية عملية التصحيح باعتبارها جزء هام ومكمل للتدريب الجيد وضافة إلى ذلك تهدف الدراسة أيضاً إلى زيادة دافعية الطلاب والمدرسين لمزيد من الجهود للتأثير في برامج العمل ( المناهج ) في المدارس بهدف تطوير خبرات الطلاب ومساعدتهم في تعليمهم العالي وسوق العمل.

وقد تمثلت أسئلة الدراسة فيما يلي:

1 - إلى أي مدى تبنى الاختبارات على مقياس حدثية تتطابق مع صفات الاختبار الجيد؟
2 - إلى أي مدى يتبع وواعضو الأسئلة المواصفات المقررة من قبل توجيه اللغة الإنجليزية؟
3 - إلى أي مدى يغطي محتوى الاختبار مهارات اللغة المختلفة؟
4 - إلى أي مدى تبني فقرات الأسئلة والدرجات المخصصة على أسس معقولة مثل تحليل المحتوى.
5 - إلى أي مدى تساعد الكتب المقررة الطلاب والمعلمين وواضع الأسئلة في إنجاز مهماتهم ولتحقيق غرض الرسالة قام الباحث بإعداد وتطوير استباناته الخاصة بالمدرسين بناء على مقياس "ليكرت" وكذلك قام الباحث بإعداد أسئلة مقابلة يقصد بها التعرف على آراء الموجهين بخصوص الموضوع هدف الدراسة وكذلك قام بإعداد أسئلة مماثلة للطلاب نسخة بالإنجليزية وترجمتها بالعربية ليسهل على الطلاب عملية الإجابة على الأسئلة وتتكون عينة الدراسة من 176 طالب وطالبة ( 65 من الذكور و 111 من الإناث ) وشملت أيضاً على
1/ أثبتت الدراسة أن امتحانات الصف الثالث الثانوي (العلمي والأدبي) بقسمهما ليست مبتهجة تماماً على معايير حديثه تشمل على مواصفات الاختيار الجيد ويتضح ذلك من خلال النتائج والاستجابات الخاصة بأسئلتهما العامتين (رقم 1-5، 6-8) ومن خلال أسئلة الموجهين (2-3، 4-5، 17-18).

2/ أثبتت الدراسة أنه لا توجد مواصفات مخصصة للامتحانات ولكنها توضع طبقاً لروية واصع بها ومن خلال خبراتهم ويتم تحصى ذلك من خلال الأسئلة والاستجابات الخاصة بالموجهين (3-7، 9-9) ومن خلال الأسئلة والاستجابات الخاصة بأسئلتهما العامتين (2-3، 4-33).

3/ أثبتت الدراسة أن محتوى امتحانا لا يغطي كل مهارات اللغة ويظهر ذلك من خلال أسئلة واستجابات المعلمين رقم (23-25، 28-32، 38) ومن خلال استجابات وأسئلة الموجهين رقم (10-12، 26-32، 33).

4/ أثبتت الدراسة أن بنود الأسئلة والدرجات المخصصة لها بنيت على أسس معقولة بشكل نسبي مثل تحليل المحتوي ويظهر ذلك من خلال أسئلة الطلاب واستجاباتهم رقم (23-14، 15-17، 16-30).

5/ أثبتت الدراسة أن الكتب المدرسية المقررة لا تم الطالب والمعلمين وواضعي الامتحانات بالمساعدة الكافية ويظهر ذلك من خلال أسئلة الطلاب واستجاباتهم رقم (5-16، 17-26، 30) وكذلك من خلال
6/ أثبتت الدراسة أنه يوجد بون في اختبارات اللغة الإنجليزية للشهادة الثانوية العامة في دولة قطر ويتضح ذلك من أن الاختبارات ذاتية لا موضوعية
7/ أثبتت الدراسة أيضاً أن هناك غياب واضح لوضوع النظام المحدد للتصحيح في امتحانات الشهادة الثانوية العامة في اللغة الإنجليزية في نهاية كل فصل دراسي
8/ أثبتت الدراسة ان هناك غياب لمواصفات الامتحان الذي يؤدي الي وجود حيرة بين معلم اللغة الإنجليزية والطلاب والموجهي وواضعي الأسئلة
9/ أثبتت الدراسة بأنه توجد فروق معنوية بين المعلمين في نظام التصحيح
10/ أثبتت الدراسة أنه توجد فروق معنوية بين الكتب المقررة ومواصفات الامتحانات الخاصة بالصف الثالث الثانوي بقسمه (العلمي والأدبي) بدولة قطر
11/ أثبتت الدراسة أن الكتب الدراسية المقررة غير مزودة بتدريبات كافية كتناسب مع مواصفات الاختبارات الخاصة بالصف الثالث الثانوي بقسمه العلمي والأدبي
12/ أن المعلمين يستخدمون إلى حد ما معايير مناسبة أثناء تصحيح الاختبارات.
وفي ضوء ذلك أوصت الدراسة بضرورة: 
- أن تحتوي الكتب المقررة على نمط أسئلة الاختبارات وحتى لا يكون هناك فجوة بين ما درسه الطلاب
- تدبروا عليه وبين الأسئلة التي تصادفهم في الاختبارات ..
- حضررة تطوير الكتب المقررة وتزويدها لموضوعات حديثة تتناسب بالتطورات اليومية للعالم الحديث
- الاهتمام بمهارات الاستماع والحديث ..
- إنشاء بنك للأسئلة لتزويد وزارة التربية بالاختبارات المناسبة والتي تتمتع بمواصفات الاختبار الجيد من حيث الشكل والمضمون.
- بناء أسئلة الاختبارات وفق جدول مواصفات شاملة ومتوازنة.
أخيراً وما أن الدراسة فاصلة على المدارس الثانوية بدولة قطر فإن الدراسة تقترح إجراء المزيد من الدراسات بقصد الحصول على نتائج أكثر تعميةً.

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#### Chapter Five

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